

Unit 4: The Rancho Period

Standard 3: Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including the cultural and religious traditions of the different groups
2. the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship
3. why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

Sample Topic

Suggested Time: 3 weeks

The newcomers who settled here; how individuals and families contributed to the founding and development of the community and the economies established by the settlers. The focus is on the Rancho Period.

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Description of Unit: Using historical resources, students will describe how the Rancho period of settlement left its mark on the development of the local community.

Teacher Background

The Mexican War for Independence began in 1810. Prior to this time, California was under Spanish rule. Mexico took control over California in 1822, beginning the Rancho period. The processing and exporting of cow hides and tallow (fat used in the making of soap and candles) was the primary economic activity of the Californios (the name given to the people living in Alta California during this time period). This pastoral economy flourished, especially after the new government opened the ports of Monterey and San Diego to foreign trade. The Mexican governors began to distribute the large tracts of land to people of influence. Ranching conditions were almost perfect. The climate was mild enough to allow animals to live throughout the year with little shelter. The small band of 200 cattle brought to California by Gaspar de Portola's expedition, and the few that survived the overland trek with Anza's party, provided the original stock from which the local herds developed. These cattle yielded hides and tallow in abundance for export. No widespread planting of crops occurred on the ranchos. Additional background information is included in the text of the lesson.

***Note: Add to the Teacher Background section to reflect a rancho located in or near your community. An * in the text indicates areas where resources for your community need to be inserted. The mission era is not covered in this unit; however, this would be an appropriate time to insert the study of a local mission.**

Focus Questions

1. What is a rancho?
2. What did the ranchos contribute to the economic development of our area?
3. What was life like on a rancho?

Beginning the Topic

Shared Reading: Read aloud *The House on Maple Street* by Bonnie Pryor. This story traces the history of a community and how that community changed over time.

Duplicate copies of the Chronology Cards from *The House on Maple Street* (Appendix 1). The events are not listed in the proper order. Have groups of students work together to place each of the events in the order they occurred in the story. If desired, put each event on a large sentence strip and do the activity as a total class. Revisit the story with the students to confirm the correct order. The correct order is:

1. Three hundred years ago there was no house here or even a street. There was only a forest and a bubbling spring where the animals came to drink.
2. People came, following the buffalo herd. They set up their tepees near the stream, and because they liked it so much, they stayed for the whole summer.
3. A wagon train passed by, heading for California. The settlers stopped beside the stream for a night.
4. The man cut down trees and made a house. He pulled up the stumps left from the fire and planted his crops.
5. Now people lived on the farm. It was the schoolteacher and his family, and they sold much of the land to others.
6. So they hired carpenters and masons to build a cozy home of red bricks with white trim.

Quick Talk: Have students work with a partner to respond to the following prompts. Student volunteers may share their responses with the whole group.

- What do you think was the biggest change that happened to the area around Maple Street?
- What do you think you would see from the front of your house if your neighborhood suddenly looked as it did 300 years ago? 100 years ago? 50 years ago? 10 years ago?

KWL Chart

Ask students, “What do you Know about the history of our community? What do you Want to find out about the history of our community? (Note: Update this chart throughout Units 5 and 6 as students Learn about the history of the local community.) Create one large class chart and, if desired, have students keep individual charts.

What do we <u>K</u> now	What do we <u>W</u> ant to Learn?	What did we <u>L</u> earn?

Developing the Topic

In the story *The House on Maple Street*, Chrissy and Jenny and their dog named Maggie found two artifacts, an ancient arrowhead and a broken china cup. Ask the students:

- What could the cup and the arrowhead tell the children about the past?
- How do we know about the past history of our community?

One way we learn things about history is by looking at artifacts. Explain that artifacts are objects produced or shaped by humans, especially a tool or a weapon, or an ornament of archaeological or historical interest. In this unit we are going to study about the Rancho period of our community's history. To begin with, we will look at some artifacts to see what they can tell us about life on a rancho.

Focus Questions: What is a rancho? What did the ranchos contribute to the economic development of our area?

Rancho Culture Chart/Artifacts and Documents

Provide student groups of four with bags containing objects that may have been utilized during the Rancho Period. Examples of items that may be included are:

- | | | | |
|--------------------------|----------------|---------------|------------|
| •cow hide (leather) | •candle | •toy horse | •toy cow |
| •carne seca (beef jerky) | •branding iron | •corn | •tortillas |
| •diseno | •bridle | •reata (rope) | •rosary |
| •adobe brick (clay) | •sombrero | •cross | •tallow |

Pictures, photos, or photocopies of these objects may also be used. Have the students predict how these items might have been used during the rancho period and then put them into categories which can be found on the "Rancho Graphic Organizer" (Appendix 2). Throughout the remainder of the unit, have students add information to the graphic organizer.

Category	Life on a Rancho
Name and Location of Rancho	
Food	
Clothing	
Types of Shelter	
Types of Tools Used	
Types of Transportation	
Jobs (Roles)	
Elements of the Economy	
Religion	
Entertainment/Customs	

Rancho Maps

***Locate maps showing the location of the rancho in or near your community.** Provide students with a copy of the Rancho map. For example, duplicate copies of “The Old Spanish and Mexican Ranchos of Los Angeles County” from the Title Insurance Company of Los Angeles (Appendix 3). Determine the location of the Rancho in or near your community. Look for other familiar names.

Pass out copies of a contemporary map of your county or region. (Note: The *Guide to Metropolitan Los Angeles* map from AAA works well for this activity.) Compare and contrast the Rancho map with the modern day map. Do any of the original Rancho names still exist today? Look for specific examples such as Cerritos, Palos Verdes, Redondo.

***Note: Adapt the Student Reader to a rancho in or near your community.**

Read aloud together page 1 of the Student Reader (Refer to Appendix 14). (Additional Teacher Background: The rancho often built a huge house called a hacienda. It had living quarters for the rancho and his family, as well as quarters for the servants, and for workshops and warehouses. Rancho families were usually very large. At age 14 or 15, girls often married men who were in their twenties or older. In many of these marriages there were 10 or more children. There were almost no schools in early California so most of the children could not read or write. Some rancheros hired tutors to teach the children.)

On the graphic organizer, record information about the name and location of the rancho located in or near your community.

***Locate information about the growth and development of the rancho in or near your community.** Add dates related to your local rancho to the community timeline. (Note: It is important that students continue to add to the timeline as they progress through the history of the local community.)

Disenos

Under the Spanish, a diseno, or map, was drawn to show the distinctive landmarks and natural boundaries of a piece of land. Precise measurements were still unavailable. Using a reata, a fifty-foot of rope, a vaquero would walk or ride his horse trailing the rope on the ground and maintaining as straight a line as possible. Natural landmarks, such as a hilltop, a creek bed or arroyo, isolated trees, clumps of cacti, and even skulls of cattle set in piles of stones or set in a tree stump, were usually indicated in a diseno. Ask students what the disadvantages might be for using natural landmarks?

***Locate a copy of a diseno of a rancho in or near your community.**

Duplicate a copy of the original grant or diseno of the Rancho in or near your community (See Appendix 4 for a sample). It would also be useful to make an overhead transparency of the map. Although they are often difficult to read, ask students to identify any physical or human features visible on the map. Have students read the section on “Disenos (Maps) of the Rancho” in the Student Reader (Refer to the Appendix 14).

To better understand the concept of the diseno, have the students draw a diseno from the vantage

point of the center of the school playground. Include natural boundaries such as trees, mountains, the local hills, rivers, large rocks, etc. Refer to Appendix 5 for additional directions for “Doing a Diseno”. Have students create a Spanish name for their Rancho. List some Spanish names on the chalkboard to help them. If desired, show the location of their adobe home on the diseno. Draw the diseno on a brown paper bag and then crumple the bag to give it an “old” look. You can dip it in weak tea to make it look more like parchment paper.

Measurement with a Reata

Reatas are braided leather ropes used as a lariat or lasso by the vaqueros (cowboys) to rope cattle or horses. They were also used to measure the perimeter of the rancho in order to draw a diseno. A ranchero or ranchera (ranch owner) would measure the land carefully using a reata fifty feet long. Two people were needed. One held the end of the rope while the other rode out to the end of it on horseback, making certain the reata was straight. The process was repeated until the rancho was measured. The number of rope lengths were then counted to determine the distance. This measurement was “less than accurate” and caused extensive litigation later on.

Have students play the role of a vaquero and measure the land of your school playground using a reata. Thick yarn or roving can be used to make a reata. Cut lengths of 3 colors of roving about 40” long. Each student needs three lengths, one of each color. Knot the three lengths of yarn together at one end. Pass out a set of yarn to each student. Pin or tape one set to the chalkboard so you can model how to braid. Have the students tie the knotted end to a chair so both their hands are free to braid the lengths. Tell the students to separate the colors – yellow to the left, orange in the middle, and brown to the right (or whatever colors you use.) Use the color names to help the students know which length to braid as you demonstrate. The reatas should be braided tightly. Working with a partner is helpful. Once the reatas are finished and tied off at the bottom, take your students out to the playground to measure its length and width using their reatas. It is helpful to provide students an outline of the playground that can be used to record the measurements (Appendix 6).

The Economy of the Rancho - Cattle Hides

Referring back to the Rancho map, ask “How do you think the families of the ranchos used the land to meet their basic needs?” Inform students that most rancho families utilized the land in the early years for cattle raising. In later years it was often used for agriculture (farming), and more recently for industrial and residential purposes.

Many ranchos were hundreds of acres in size. On such ranchos the ranchero might hire as many as 100 workers to do the work of the rancho. Usually the workers were Indians who had been trained at the missions, which were now secularized. The Indians worked as vaqueros (cowboys), usually with a foreman called a mayordomo. Others worked as house servants, harness makers, tanners and carpenters. Help students record information about jobs on the rancho on their graphic organizer (Appendix 2.)

Cattle were the mainstay of the rancho economy. They were an important source of meat for

food. In addition, ranchers tanned their hides to be made into saddles, shoes, harnesses, and reatas. Tallow was melted down for fat to make candles and soap. The hides were used as money. They were traded for supplies brought from the east coast of the United States. Each dried steer hide, referred to as a “California bank note,” was worth approximately one dollar. The rancheros traded the hides for goods they could not make themselves such as silk, shoes, and china. The hides were then taken to factories on the east coast and turned into leather goods which were often sold to the rancheros as finished products.

Cattle Brands

Because the cattle roamed freely, they needed to be marked so that everyone would know which animals belonged to which ranch. This marking, called a brand, was burned into the hair of the animal’s hip. The branding irons were made by a blacksmith (herrero) who heated the iron in a forge until it became red hot and pliable. The blacksmith would then bend the iron into the shape of the brand. Branding irons usually had very long handles so that the vaqueros would not burn their hands when they heated the irons in the fire and so they could keep their distance from the flaying legs of a captured calf. Brands were recorded and registered with the government.

Have students read the section on “Cattle Brands” in the Student Reader. (Refer to the Appendix 14.) Using the overhead projector, show students a transparency of some sample brands. (Refer to Appendix 7 for a sample of some cattle brands and a sample cattle registration form.)

Have students create a cattle brand for their rancho. Brands are usually made up of letters, numbers, characters (symbols) or a combination of the three. If a letter is too tired to stand and “lies” on its side, it is called “lazy.” A letter that is slanted or in an angular position is known as “tumbling.” A letter that is curved at the end is spoken of as “running.” A brand can be designed using cord or thick string glued onto a piece of cardboard in a design of the student’s own creation. After the glue dries, the brands can be dipped in tempera paint and pressed onto paper. Have students write a descriptive paragraph describing the natural features of the rancho and what the name of the rancho and the cattle brand symbolize. Design a scoring guide together to determine what should be included in the descriptive paragraph.

Read aloud the rest of the student reader. It deals with life on a Rancho, as well as the hide and tallow trade. Record new information learned on the Rancho graphic organizer (Appendix 2.)

Guided Role Play

After reading the student text, lead a guided role play about the hide and tallow trade. Let students assume the roles of those involved in this trade including those who loaded the hides and tallow onto the carretas, the ranchero, and the ship’s captain.

Focus Question: What was life like on a rancho?

Rancho Needs and Wants Brainstorm

Divide students into groups of four. Assign each group is a different role of either a ranchero, a ranchera, a child or a vaquero. Ask each group to brainstorm a list of needs and wants for the

role that they were assigned. Students prioritize the 5 most important needs that their group selected, as well as the 2 most desired wants. Students present their list to the class with an explanation as to why they selected those items.

Life on the Rancho

As you share some of the following information about life on a rancho, help students record appropriate notes on their graphic organizer (Appendix 2). They may also want to revise some of the items on their “wants and needs list.”

Supplies of clothing and other manufactured articles were always in short supply on the rancho. When women could not get shoes, silk stockings, and other articles of clothing such as a rebozo or mantilla, they learned to do without.

There were almost no schools in California so most of the children did not learn to read and write. Often discharged soldiers would become teachers. Their only qualifications would be an ability to read, write, and do arithmetic.

Picnics, or meriendas, were popular. The ranchero would ride his horse and the women or children might arrive in a two-wheeled cart (carretas) pulled by oxen. The meriendas featured foods such as carne asada (roasted beef), roasted chicken, enchiladas, tamales, and tortillas.

In spring, soon after the calves were born, all the cattle were rounded up and sorted according to their brands. Since the calves were still with their mothers, it was easy to see to which ranch they belonged, so they could be branded. The animals that were to be killed for their meat, hides, and tallow were separated from the rest of the herd. A special type of rodeo, called a matanza, was held each year to kill the cattle for their hides and tallow. On the large ranchos, sometimes a thousand head of cattle were killed at a single matanza. Often only the hide and tallow were taken and the rest of the carcass and some of the meat were left to decay on the range. Since many ranchos worked together at roundup time, it became a time of celebration with fiestas, barbecues, and dancing the jarabe or fandango.

Frida Maria

Show the cover of the book, *Frida Maria*, by Deborah Nourse Lattimore. Ask students:

- What do you see on the cover? What is the title? Who is the author?
- Who do you think is the owner of the fan? What is a fan used for?
- What is meant by the “a story of the old Southwest?”
- When do you think this story takes place? How do you know?

Read page 1. Ask the students what they think a fiesta is. Why do you think Frida Maria can hardly wait? Observe the details of the clothing and the architecture in the illustration. Discuss Frida’s full name.

As you read the rest of the book, have the students help you make a list of any information provided in the story that tells what happens at a fiesta. Some examples include: invitations, food, decorations, dances and songs, horse race, dresses, jarabe (dance), play guitar. Carefully study the illustrations for additional clues about the clothing worn, the architecture, the art, and

types of artifacts. You may also want to keep a list of the Spanish words and their meanings.

Recognizing Historical Fact and Fiction

Read the author's note. Explain that Frida Maria is a fictional person. The story did not actually happen, but the book does contain some factual information about life on a rancho. Return to the text and ask the students which parts of the story are historically accurate (can be proven) and which ones are part of the fictional story. Create a chart that may include some of the following:

Historical Fact	Historical Fiction
Fiestas were held on ranchos	Specific characters in the story
Fiestas included food, dances and songs	Frida sewed her dress and made it into pants
A horse race might be held at a fiesta	Frida rode Diablo and won the race
A hot, dry, Santa Ana wind might blow	

Dialogue and Quotations

The story *Frida Maria* is filled with dialogue and quotations. Return to the story and look for dialogue written with quotations. Look for the different formats used for quotations. Determine how to identify the person who is doing the speaking.

Make a list of the characters in the story with dialogue (Frida Maria, Tio Narizo, Mama, Cook, Marta, Mercedes, and Don Ramon.) Ask students if they think the characters actually said these words or if the dialogue was created by the author. Why do they think so?

Reader's Theater

If desired, work together with the students to create a Reader's Theater for the story. The simplest way to adapt a short story for a Reader's Theater is to leave the original text intact and divide it so that one reader is the narrator while the other readers perform the dialogue for the characters. Nametags are helpful. Movement, gestures, staging, costumes and simple props can enhance the production although in a Reader's Theater, the characters usually do not "act" out their parts. Traditional Reader's Theater performers normally do not look at each other, instead they project the reading "into" or beyond the audience. This is known as "off stage focus." When characters are "on stage", they face the audience; when "off-stage" they do not leave the stage but simply turn their backs. An extension activity would be to do a skill lesson on the use of quotation marks and have students practice writing dialogue.

Culminating the Topic

Time Travel Passport

Tell students that they are going to imagine they are riding in a time machine that will take them back in time to their destination – a California rancho. Students may choose a specific year from 1784 to 1860 in which they will visit the Rancho. Provide students with a copy of the Time Travel Passport (Appendix 8) and have them complete the pertinent information.

Brainstorm with the students what they might see and do during the year of their Time Travel. Select a specific year and using a copy of Time Travel Log (Appendix 9), model how to record

observations of the time travel to the Rancho in words and drawings.

Provide students with a copy of the Time Travel Log. Completion of the log is a prewriting brainstorming activity for the story students will write about their adventure (see below). Remind students that they should plan to bring back an artifact from the Rancho that helps show an aspect of rancho culture.

Story about Time Travel Journey

Using the information from the Time Travel Log (Appendix 9) as their prewriting, have students follow the stages of the writing process to write a first-person speech for the Time Traveler's Society about their journey. Students share their written account with the class and orally share the artifact they brought back with them. This is an example of a RAFT writing assignment. Each letter in RAFT stands for a part of a writing prompt: **R**ole, **A**udience, **F**orm, **T**ense.

Prompt: You are (tense) a modern day time traveler (role). Write a first-person story (form) for a speech to the Time Traveler's Society (audience) describing your adventure. Include information from your Time Travel Log.

Use the RAFT to develop a rubric assessment to check for understanding of this historical time period. When developing a rubric with your students, include the following categories:

Development of historical ideas

- always stays on the historical topic
- uses many important historical facts and reasons to support ideas
- shows an understanding of the historical time period

Historical Accuracy

- has no historical mistakes

Organization and Communication

- is very well organized
- has a clear beginning, middle, and end (if appropriate)
- makes excellent sense
- responds to all parts of the prompt
- the **ROLE** is clearly identified
- the **ROLE** is consistent
- the **AUDIENCE** is clearly identified
- the prescribed **FORM** is followed
- the appropriate **TENSE** is used
- attention to mechanics

Our Community Through Time History Book

Using the Rancho Graphic Organizer, have students complete page 4, The Rancho Period, for the "Our Community History Through Time History Book". In the center of the page, students draw a map showing the relative location of the local rancho. The symbolic border should include pictures of artifacts to illustrate things learned during the unit.

Community Time Line

Record any pertinent dates from the Rancho Period on the time line for your community.

Key People and Key Events

Begin a “Key People in Our Community” chart and the “Key Events in Our Community” chart (Refer to Appendix 10.) It is recommended that large sheets of chart paper be used, one for each of the four charts. Add names from the Explorers/Settlers Unit and this unit. Continue to add names during subsequent units.

Building an Historical Narrative for Our Community

Have the students begin to develop an historical narrative for your community. Use the information included on the “Key People in our Community” chart and the “Key Events in Our Community.” (See above.) This project will be completed in Unit 6. At this point, students should include their ideas in note form:

- What natural and man-made features are found in our community?
- How did our community develop over time?
- Who are some of the key people who helped shape the development of our community? (For example, “Manuel Dominguez developed the economic growth of Rancho San Pedro.”)
- What were some of the major events that happened in our community?
- How did these events affect the people of our community?

Rancho Days

Culminate the unit with a Rancho Days celebration. Students and the teacher wear simple costumes typical of the Rancho period or that show our Spanish and Mexican heritage. Sample foods such as tortillas, chips, salsa, and beef jerky could be served.

Sample activities could include:

- Students learn how the rancheros and their rancho workers made candles and adobe bricks.
- Students enter their previously made brand into the official registry by dipping their brand in tempera and printing their brand onto chart paper with all of the other brands.
- Students learn to lasso by throwing rope around toy cow and how to play horseshoes.
- Students learn how to dance the jarabe or fandango and sing songs of the period.

Have adult volunteers help with the celebration as groups of students rotate from one activity to the next. Refer to Appendix 11 for a sample Rancho Days Celebration brochure.

Assessment

Assessment opportunities are embedded in the curriculum and occur throughout the unit. The focus questions provide a framework for the evaluation of the unit. Student work to be assessed includes:

- sort artifacts typical of the Rancho Period and predict their use as food, clothing, housing, tools, etc.
- read maps for specific information, including a diseno, a map of local ranchos (such as the Old Spanish and Mexican Ranchos of Los Angeles County)
- compare and contrast rancho maps with contemporary maps of the local area

- draw a diseno including natural boundaries and other identifying marks
- name a rancho and design an appropriate cattle brand for it
- write a descriptive paragraph describing the rancho's natural features and what the cattle brand symbolizes
- read the Student Text for specific content information
- record pertinent information on the Rancho Graphic Organizer
- participate in a role play about the hide and tallow trade
- brainstorm a list of needs and wants of either a ranchero, a ranchera, a child, or a vaquero
- complete a Time Travel Passport (Appendix 8)
- use a copy of the completed Time Travel Log (Appendix 9) to write a first-person story about the time travel journey
- orally share the artifact brought back from the time travel
- complete page 5 of the Our Community Through Time History Book to reflect the concepts learned about the Rancho Period, including a map and a symbolic border
- add dates and information about the Rancho Period to the Community History timeline
- add Key Events and Key People related to the local rancho to the Community Chart.
- begin the construction of an historical narrative about the local community, including:
 - How did our community get its name?
 - What natural and man-made features are found in our community?
 - How did our community develop over time?
 - Who are some of the key people who helped shape the development of our community?
 - What were some of the major events that happened in our community?
 - How did these events affect the people of our community?
- Participate in the Rancho Days Celebration

Extended and Correlated Activities

Rancho Diversification Matrix: Students complete a matrix (Appendix 12) based upon information about a rancho in or near their community.

Rancho Activities Matrix

	Year Introduced to Rancho	Reason for Introduction to Rancho	Product	What Done With Product
Cattle				
Sheep				
Grains				
Dairy				

Agriculture Research Project

Ask students to survey their backyard and the backyard of their neighbors to see what, if any, type of food is being grown or raised in their neighborhood. Have students share their findings with the class. Use the Rancho Activities Matrix completed above to help students each select an area of agriculture (cattle, sheep, grains, or dairy-farming) that he or she would like to research. Students use encyclopedias and other resources to research their topics. Each report should include:

- title page
- table of contents
- description of the type of agriculture (cattle, sheep, grains, dairy farming)
- the products that result from the type of agriculture
- U.S. map showing where the type of agriculture is concentrated today
- historical connection to the Rancho
- recipe using a related product
- an advertisement for a related product
- list of the resources used

Refer to Appendix 13 for an Agriculture Research Report Assignment Guide.

Field Trip to an Adobe

A field trip to a local rancho or adobe would be very worthwhile for the students to see the adobe and all of its primary sources and artifacts.

Read Aloud Literature

There are not many children's literature books available specifically for the Rancho Period. *Anita of Rancho Del Mar*, by Elaine O'Brien, is about a young girl's life on a Santa Barbara Rancho. It provides a good picture to the students of many of the issues that people faced on their rancho.

Resources for the Sample Topic

Bauer, Helen, *California Rancho Days*. Sacramento, CA: California State Department of Education. 1957. This book is an excellent resource for your classroom. It provides great descriptions of the rancho period in California.

**Lattimore, Deborah Nourse, *Frida Maria, A Story of the Old Southwest*. San Diego, CA: Voyager Books (Harcourt Brace & Company). 1994. ISBN 0-15-201515-9. This picture book is about a young, independent girl during the Rancho Period at fiesta time. A fun story with lively illustrations it is full of dialogue and Spanish words.

O'Brien, Elaine F., *Anita of Rancho Del Mar*. Santa Barbara: Fithian Press. 1991. This book is a fictionalized account of a young girl's life on a Santa Barbara Rancho. The portrayal of life on a rancho is historically accurate.

**Pryor, Bonnie, *The House on Maple Street*. New York: Mulberry Books (William Morrow & Co.) 1987. ISBN 0-688-12031-8. Two girls discover an ancient arrowhead and a broken china cup and begin to wonder where they came from. This book traces the history of a neighborhood going back for 300 years. It is great to discuss the theme of continuity and change.

Rolle, Andrew. *California – A History*. 5th Edition. Wheeling, Illinois: Harlan Davidson, Inc. 1998. ISBN 0-88295-943-3. This easy-read overview of California's history is a recommended resource for any teacher of local history or California history.

Silverman, Jim. *Rancho Boy Juan Alvarado*. Sonoma, CA: Kids History. 1982. This small booklet provides an account of rancho life and the struggles during the Mexican Period. It is an easy-to-read book written in both English and Spanish.

STANDARDS & ASSESSMENT DIVISION REGRETS
THAT, DO TO TECHNICAL DIFFICULTIES, WE ARE
UNABLE TO INCLUDE THE APPENDICES IN THIS
EDITION.

APPENDICES WILL BE INCLUDED IN THE NEXT
VERSION, HOWEVER.